Math: Lesson Plan for Common Core Certification

**Name:Michelle Thomas Grade Level:3**

**Date/Week lesson will be taught: Sept. 25th**

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| **Standard(s) :** \_\_\_\_2D shapes\_\_\_\_\_\_  **Descriptor of the Standard(s): Proportion and ratio**  **3.G.2 Portions and shapes into parts and equal areas**  . | |
| **Materials Used:** Paper, pencils, skeleton visual aid, erasers, yarn and scissors | |
| **Key Vocabulary/Definitions:**  **Mathematical proportion, ratio, half, line, shading, form as opposed to shape**  **Leonardo da Vinci** | |
| **Introduction/Focus**  **(connecting to previous learning)** | Examples of how students usually draw a face. Previous artists and how they compare with Leonardo da Vinci |
| **Teaching/Direct Instruction**  **Explicitly Telling/Showing an Example** | Intro to da Vinci and how he was not only an artist, but a scientist, architect, inventor and **mathematician.** Student stands in front of the class and spreads their hand wide to each side. I measure their armspan with a piece of yarn. I cut the yarn, then hold it up to the height of the student to show how those two measurements are equal. Continue showing ways that the human body is in proportions. |
| **Rigor** | Relation of mathematical proportions to the human body and face. Have the students think of other connections where this may be relevant. |
| **Relevance** | Art =math |
| **Standards for Mathematical Practice** | Understanding proportion and scale |
| **Guided Practice Strategies/**  **Activities**  **Have students practice the strategy that has been demonstrated.** | Students will draw a step by step lesson of the anatomy of the human face. Each feature lines up or is a fraction of the rest of the face. The observance of the skull reinforces the exterior appearance of how we look. We compared variations of certain facial features as well. |
| **Independent Practice**  **Direct students to apply the demonstrated strategy.** | Students create a drawing of themselves or someone else that shows their understanding of the correct proportions of the face. Students will trace their own original drawing. They will add individual details and a background. They may now paint the portrait. Students will keep the original to use as a reference. |
| **Closure/Link** | Write any tips on the back of the first drawing, so the student will remember the correct proportion. |
| **Assessment (Formative)** | Did the student place the eyes in the middle of the oval of the head? Are the ears lined up with the eye line? |